

Nebraska K-12 Fine Arts Standards: Visual Arts Glossary

(Jan 22, 2014 edit: December 6, 2013 Nebraska State Board of Education draft)

- Aesthetics** The philosophy of the nature and expression of beauty.
FA 12.2.1, FA 12.2.2.d
- Aesthetic Theories** Specific set of criteria used to evaluate artwork (e.g., imitationism, formalism, emotionalism, expressionism, contextualism, institutionalism, instrumentalism).
FA 12.2.1.c, FA 12.2.4.c
- Artifact** A functional object of cultural or historical interest that may show fine art qualities in its form or decoration.
FA 8.2.4.c
- Artistic Style** Genres of art in history or based on distinctive characteristics (e.g., abstract, non-representational, expressionism, impressionism, romanesque). See *historical style*.
FA 12.2.2.c
- Artist statement** Usually a brief written statement by the artist describing factual information (materials used in the creative process ~~creation and the process~~) and the artist's understanding of the meaning of the work. Assists the viewer in understanding the artwork. Also may be used by persons in presenting artwork of others such as curators, gallery directors.
FA 2.2.3.a, FA 5.2.3.a, FA 8.2.3.a, FA 12.2.3.a
- Contextualism** Belief that art is best viewed in social, political, and cultural relationships.
FA 12.2.1.c
- Craftsmanship/Workmanship** The quality and skill of something made; the product of effort or endeavor on the part of the artist.
FA 2.2.1.e, FA 5.2.1.e, FA 8.2.1.e, FA 12.2.1.e
- Creative Process** Define a problem, use knowledge and experience, creatively brainstorm, develop possibilities, put ideas to work – in an artistic context
FA 2.2.1, FA 5.2.1, FA 8.2.1, FA 12.2.1
- Critical Process** Ordered steps in examining art: describe, analyze, interpret, evaluate.
FA 2.2.2, FA 5.2.2, FA 8.2.2, FA 12.2.2
- Describe – tell exactly what you see
 - Analyze – compare and contrast the elements/principals to reflect upon the art form
 - Interpret – reflect upon the possible meaning of the artwork
 - Evaluate – justify the effectiveness or successfulness of the artwork
- Critical Thinking** Intellectual process of skillfully conceptualizing, applying, analyzing, and synthesizing information to guide behavior, in this case, the creation of artwork.
- Digital Collection** Compiling artwork in an electronic form (e.g., podcast, website, blog).
FA 12.2.3.b
- Elements and Principles** Elements - the fundamental parts of art: line, value, shape, form, space, colors, texture; Principles - how elements are used: balance, contrast, movement, emphasis, pattern, proportion, unity
FA 2.2.1.d, FA 5.2.1.d, FA 8.2.1.d, FA 12.2.1.d, FA 2.2.2.a, FA 2.2.2.b, FA 5.2.2.b, FA 8.2.2.b, FA 5.2.2.c, FA 12.2.2.b

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- Expressionism** Emotional qualities of art. Belief that art transmits an emotional state to the viewer through evoking inner mental states, emotions, moods, and feelings. See *emotionalism*.
FA 12.2.1.c
- Emotionalism** Expressive qualities of art. Belief that art transmits expressive qualities to the viewer through evoking inner mental states, emotions, moods, and feelings. See *expressionism*.
- Emotional Qualities** The vivid communication of moods, feelings, and ideas presented to the viewer. See *emotionalism*.
- Formalism** Visual qualities of art. Belief that art triggers aesthetic responses solely through the effective organization of the elements of art.
FA 12.2.1.c
- Genre** Category of artistic composition or artwork characterized by distinctive style, form, or content. See *historical style*.
- Historical Style** Genre of art in history or based on distinctive characteristics (e.g., abstract, non-representational, expressionism, impressionism, romanesque). See *artistic style*.
- Imitationalism** Literal qualities of art. Belief that of art imitates life, so artwork is best viewed in a realistic presentation of subject matter. A work is successful if it looks like and reminds us of what we see in the world, evoking an artistic (aesthetic) response.
FA 12.2.1.c
- Institutionalism** Contextual classification of art. Belief that art exists as determined by the context in which it exists and in which it is validated by the art world, not through elements or principles of art.
FA 12.2.1.c
- Instrumentalism** Functional qualities of art. Belief that art is the means to an important end. Art is useful in helping us comprehend and improve experiences in life, and often furthers a moral or religious point of view.
FA 12.2.1.c
- Materials** Art media or consumables (e.g., paper, watercolors, crayons, clay, pencil, stone, wood). See *media*.
FA 2.2.1, FA 5.2.1, FA 2.2.1.a, FA 5.2.1.a, FA 8.2.1.a, FA 12.2.1.a, FA 2.2.1.f, FA 5.2.1.f, FA 8.2.1.f, FA 12.2.1.f
- Media** Materials that are used in any form of art. See *materials*.
FA 2.2.1.c, FA 5.2.2.a
- Portfolio** Representative collection of an artist's work.
FA 12.2.3.b
- Sensory Experience** - apprehending through the 5 senses.
FA 5.2.1.c, FA 8.2.1.c.
- Social Media** Electronic means of communication to share ideas and/or content.
FA 8.2.3.c, FA 12.2.3.c

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Subject matter	The main focus of the art work (e.g., the person in a portrait, natural environment in a landscape, objects in a still life). <i>FA 2.2.2.a, FA 5.2.2.a, FA 5.2.2.c</i>
Themes	Grouping similar ideas to assist artists in building context (e.g., power, family, patriotism, nature). <i>FA 5.2.1, FA 5.2.1.b, FA 8.2.2.a, FA 8.2.2.b, FA 8.2.2.c</i>
Tools	Non-consumables used in the creation of artwork (e.g., scissors, rulers, brushes).
Venue	The forum, outlet, platform, or location for experiencing artwork. <i>FA 2.2.3.c, FA 8.2.3.c, FA 12.2.3.c</i>

Local, state, regional, national, and international resources:

Discovering Art History, Gerald F. Brommer, Davis Publications, Inc., Worcester, Massachusetts, textbook, high school level.

Nebraska Art Galleries/Gallery Guides
http://art-collecting.com/galleries_ne.htm

Art Gallery
University of Nebraska-Omaha. Official site.
<http://www.unomaha.edu/fineart/art/unoartgallery/welcome.htm>

Great Plains Art Museum
University of Nebraska-Lincoln. Official site.
<http://www.unl.edu/plains/gallery/gallery.shtml>

International Quilt Study Center & Museum
University of Nebraska-Lincoln. Official site.
<http://www.quiltstudy.org/>

Museum of Nebraska Art
University of Nebraska-Kearney. Official site, includes podcast list.
<http://mona.unk.edu/mona/home.html>

Sheldon Museum of Art
University of Nebraska-Lincoln. Official site.
<http://www.sheldonartmuseum.org/>

Joslyn Art Museum
Omaha, Nebraska. Official site, includes education resources.
<https://www.joslyn.org/>

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Antiques Roadshow, site includes glossary of terms, recommended books. Official site.

<http://www.pbs.org/wgbh/roadshow/>

Art Institute of Chicago

Chicago, Illinois. Official site, includes audio lectures.

<http://www.artic.edu/>

The J. Paul Getty Museum

Los Angeles, California and Pacific Palisades, California. Official site, includes resources for the classroom.

www.getty.edu

Metropolitan Museum of Art

New York, New York. Official site for the largest art museum in the United States. Site includes education resources, including lesson plans.

<http://www.metmuseum.org/>

Museum of Modern Art

New York, New York. Official museum site includes online resources for teachers and students.

<http://www.moma.org/>

Philadelphia Museum of Art

Philadelphia, Pennsylvania. Official site for one of the largest art museums in the United States. Video gallery tours.

<http://www.philamuseum.org/>

Smithsonian American Art Museum and Renwick Gallery

Washington, D.C. Official museum site includes content links, teacher guides and student activities.

<http://americanart.si.edu/>

Tate

London, England. Official Site. Holds the national collection of British art from 1500 to the present day and international modern and contemporary art.

<http://www.tate.org.uk/>

Tate Modern

London, England. Official site. Most visited modern art gallery in the world.

www.tate.org.uk/visit/tate-modern

The Louvre

Paris, France. Official museum site includes learning about art, interactive media studies.

<http://www.louvre.fr/en>